



Using Adaptability as an Indicator of Transition Readiness Among Adolescent Youth

V. Scott Solberg, PhD (@vsolberg; ssolberg@bu.edu)

Chonlada Jarukitisakul

School of Education, Boston University

BOSTON
UNIVERSITY

Who We Are

Institute for Educational Leadership (IEL)'s Center for Workforce Development

- ▶ National Collaborative on Workforce & Disability for Youth, a national technical assistance center
- ▶ Focus on needs of ALL youth, including youth with disabilities and other disconnected youth
 - Improve state and local policy
 - Strengthen workforce development service delivery
 - Improve competencies of youth service professionals
 - Engage youth and families
- ▶ Supported by Office of Disability Employment Policy, U.S. Department of Labor





Contact Us



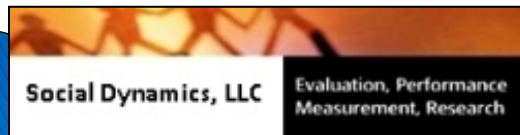
V. Scott Solberg
ssolberg@bu.edu

Curtis Richards
richardsc@iel.org

Mindy Larson
Ph. 202.822.8405 Ext. 169
LarsonM@iel.org



NCWD/Youth: www.ncwd-youth.info
Funded by ODEP, U.S. DOL: www.dol.gov/odep



Presentation Goals

- ▶ Discuss the context and nature of our work on transition
- ▶ Describe how adaptability serves as an important developmental mechanism
- ▶ Introduce the study on Adaptability
- ▶ Describe the Results
- ▶ Q&A

Transitions Related Work

- ▶ ILPs – Career and Education Plans
- ▶ Resources for designing scaled access to quality career development for youth and disconnected youth
- ▶ MA Reach Higher Campaign
- ▶ National dialogue on career literacy
- ▶ State Leaders Career Development Network
- ▶ International Symposium on Career Development Practice and Policy
- ▶ Policy analysis, quantitative and qualitative research related to career development



Individualized Learning Plan

What is an Individualized Learning Plan (ILP)?





An individualized learning plan (ILP) is both a document and a process that students use - with support from school counselors, teachers, and parents - to define their career goals and postsecondary plans in order to inform the student's decisions

about their courses and activities throughout high school.

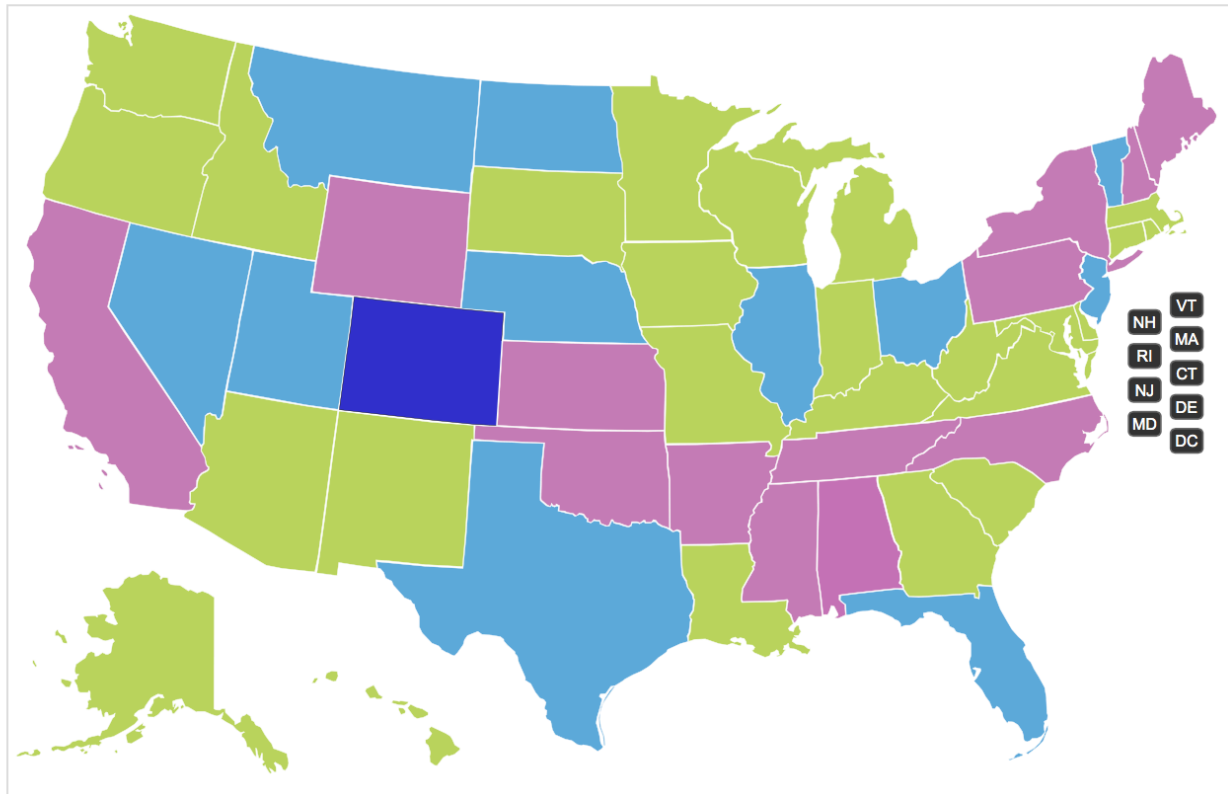
Many states have adopted policies that require all middle and/or high school students to develop and maintain an individualized learning plan in order to make schools more personalized and improve student outcomes.

Policy

- [Federal Government Use of Career Development Research](#)  - Presentation to the Society for Vocational Psychology (August 2014)
- [Districts Nationwide Embrace Individualized Learning Plans To Help All Students Become College and Career Ready](#)
- [Learning to Work: States Using Individualized Learning Plans As Anchor Strategy to Promote College and Career Readiness](#)
- ["Planning for Life After High School," Education Week Commentary](#) (February 25, 2014)
- [Webinar Presentation, May 16, 2013 "Using Individualized Learning Plans to Increase College & Career Readiness for All Students"](#)  (PDF Version)

Which states require or encourage using ILPs?

ILP Policy Map: <http://www.dol.gov/odep/ilp/map/>



States with mandated ILP in use

No ILP in use

States with ILP in use, but no mandate



Massachusetts: Selected High Income Districts and State Averages

	Students in 2006 Grad Cohort	Enroll in College	Continue in College	Obtain degree in 6 years
HS A	100	66	62	48
HS B	100	74	69	59
HS C	100	74	69	54
Mass State	100	53	45	33
State Numb	74,380	61,528	33,685	24,579

Career Readiness

	Becoming Career Ready	Not Becoming Career Ready
Disabilities	40%	60%
Without Disabilities	40%	60%

Missing?

- ▶ We need a theory of change that demonstrates the power of career development to leverage key academic, employability, and personal life outcomes.
- ▶ We need to show that career development is relevant to the national discourse on improving education, addressing under- and un-employment among all youth, especially those falling in the category of “disconnected” youth

Developing a Theory of Change

Transition age
youth and
emerging
adults;
Disconnected
youth

Quality Career
Development
Programs and
Services

Developmental
Mechanisms

Outcomes

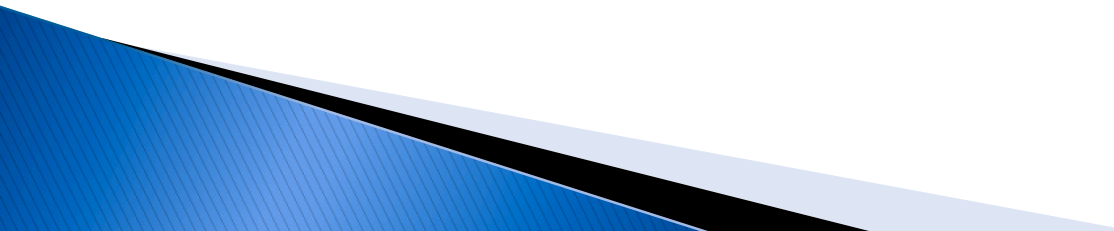
Populations

- ▶ Middle, high school, and College youth
- ▶ Disconnected youth
 - Youth stopping out
 - Youth with disabilities (high incidence and significant)
 - Adjudicated youth
 - Foster care youth
 - Youth with mental health challenges

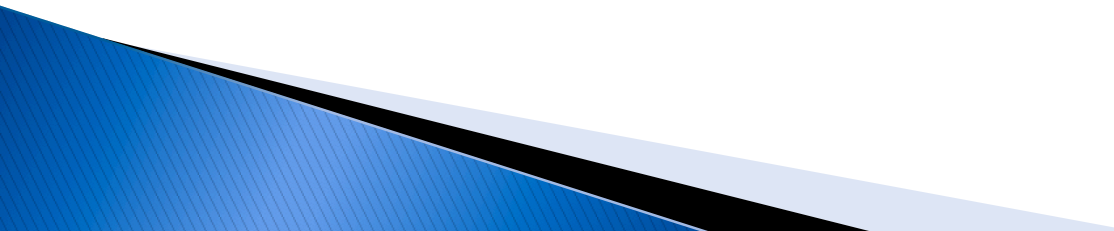
Quality Career Development Programs

- ▶ Personalized career and education strategies
 - Research on ILPs – self-exploration, career exploration and career planning and management skills
 - Now written into WIOA that all transition age youth and adults need to develop a personalized career and education plan
 - Use of career information systems and access to a caring adult

Developmental Mechanisms

- ▶ Career identity
 - ▶ Career intentions
 - ▶ 21st Century skills
 - ▶ “Soft skills” – employability skills
 - ▶ Leadership, self-regulation, self-determination
 - ▶ Adaptability
- 

Outcomes

- ▶ High school graduation
 - ▶ College and career readiness
 - Skills to succeed in post-secondary and career intentions to pursue post-secondary education/training
 - ▶ Entry and completion of a post-secondary training/education program
 - ▶ Health and well-being
 - ▶ Career decision making
- 

Career Adaptability as a Construct

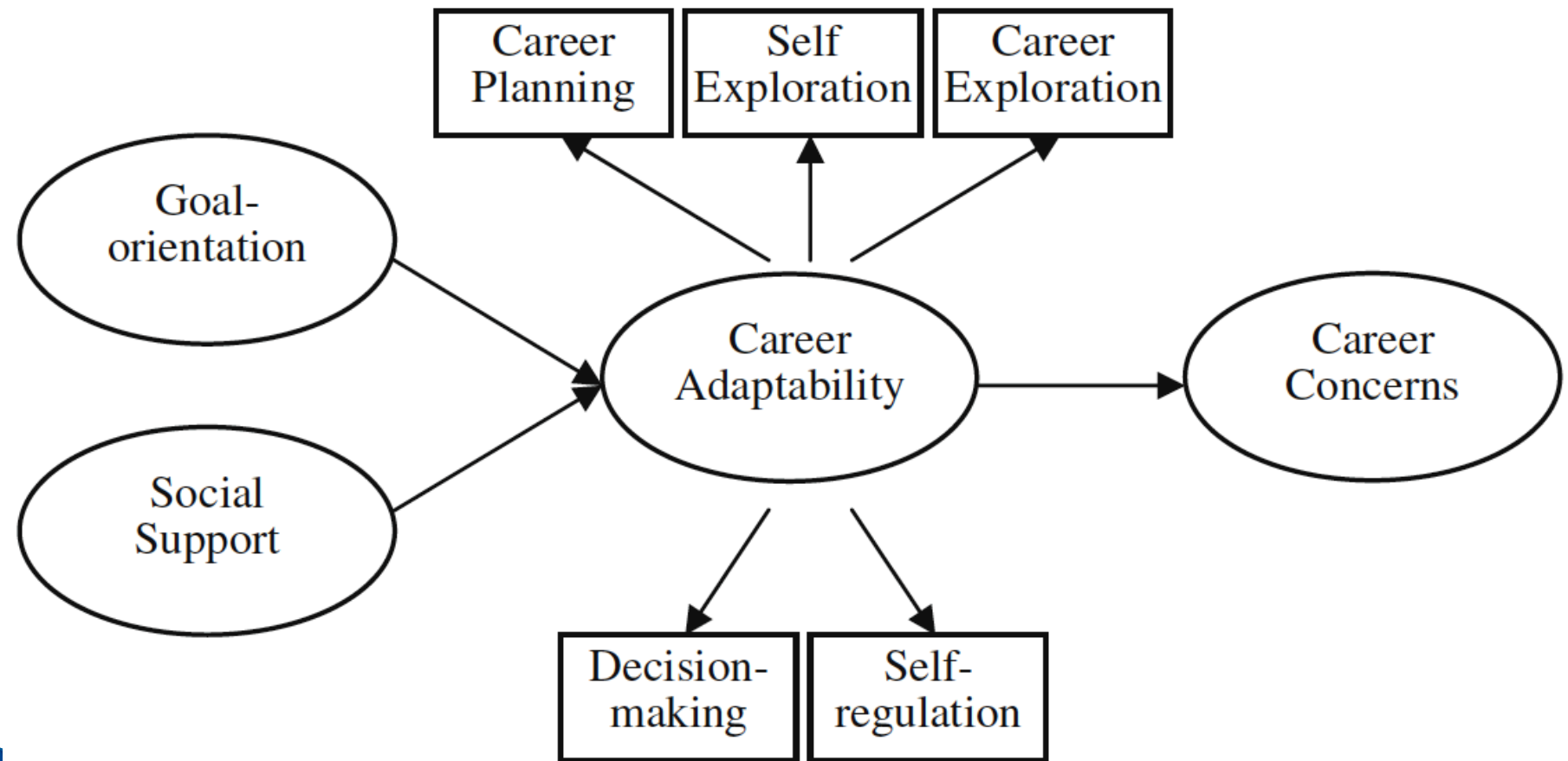
- ▶ “Readiness to cope with changing work and working conditions” (Super and Knasel, 1981;p. 195)
- ▶ “Planful attitudes, self and environmental exploration, and informed decision making” (Savickas, 1997, p. 254).
- ▶ ”Psychosocial construct that denotes an individual’s readiness and resources for coping with current and imminent vocational development tasks, occupational transitions, and personal traumas” (Savickas, 2005; p. 51).
- ▶ Emerging emphasis on self-regulatory process of attitudes, beliefs, and competencies (Creed, Fallon, & Hood, 2009; Savickas, 2005; Savickas et al., 2009).

Purpose of the Study

- ▶ Measurement study to replicate Creed et al., to understand the
 - Nature of adaptability,
 - Its potential antecedents and
 - Potential impact on academic, coping/ psychological and emotional distress, and career decision-making.

Method

- ▶ Survey completed by 1600 youth from 14 schools in 4 states.
- ▶ Re analysis of this data with 400+ of the students and a small number for whom we were able to match with career interests



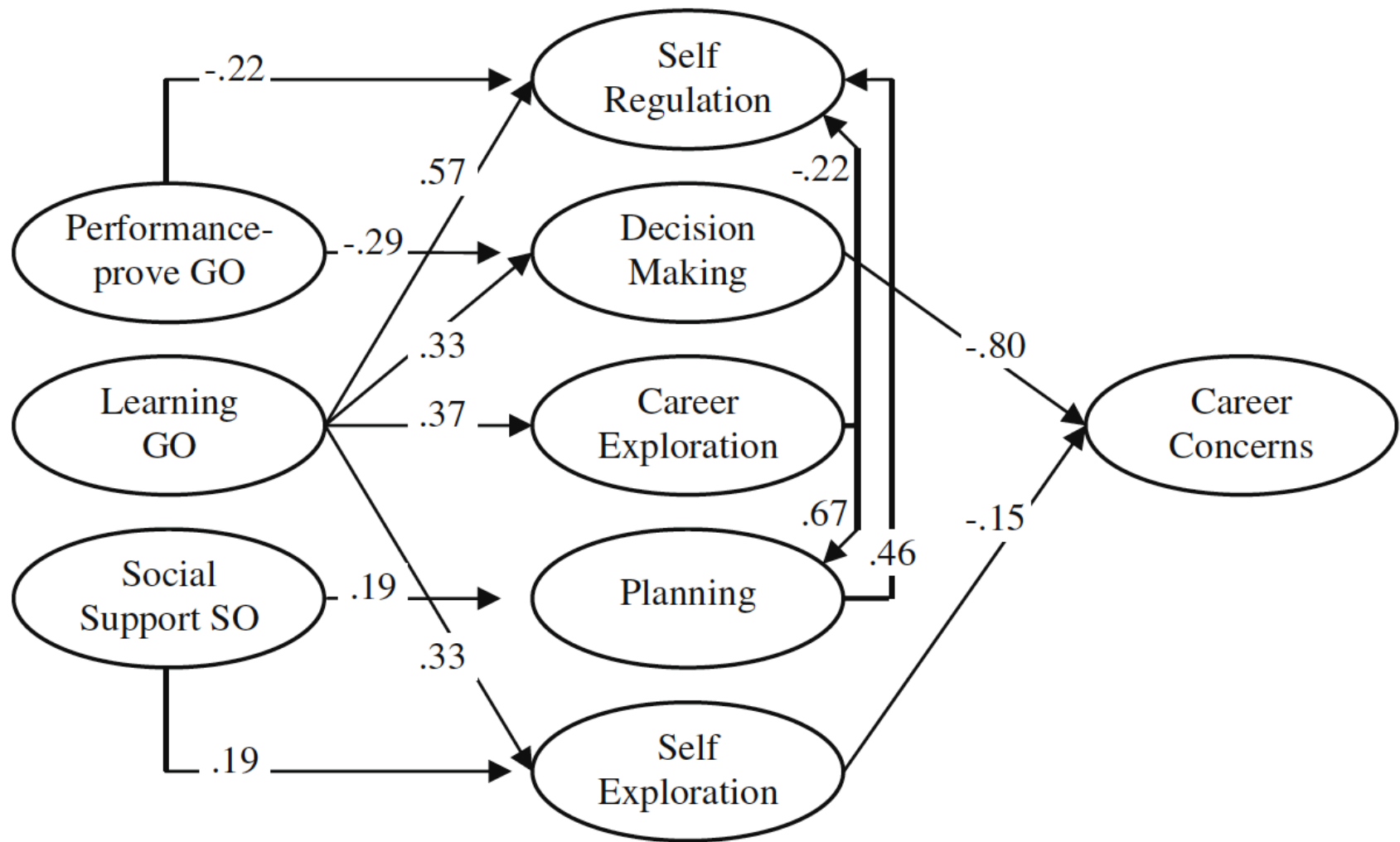
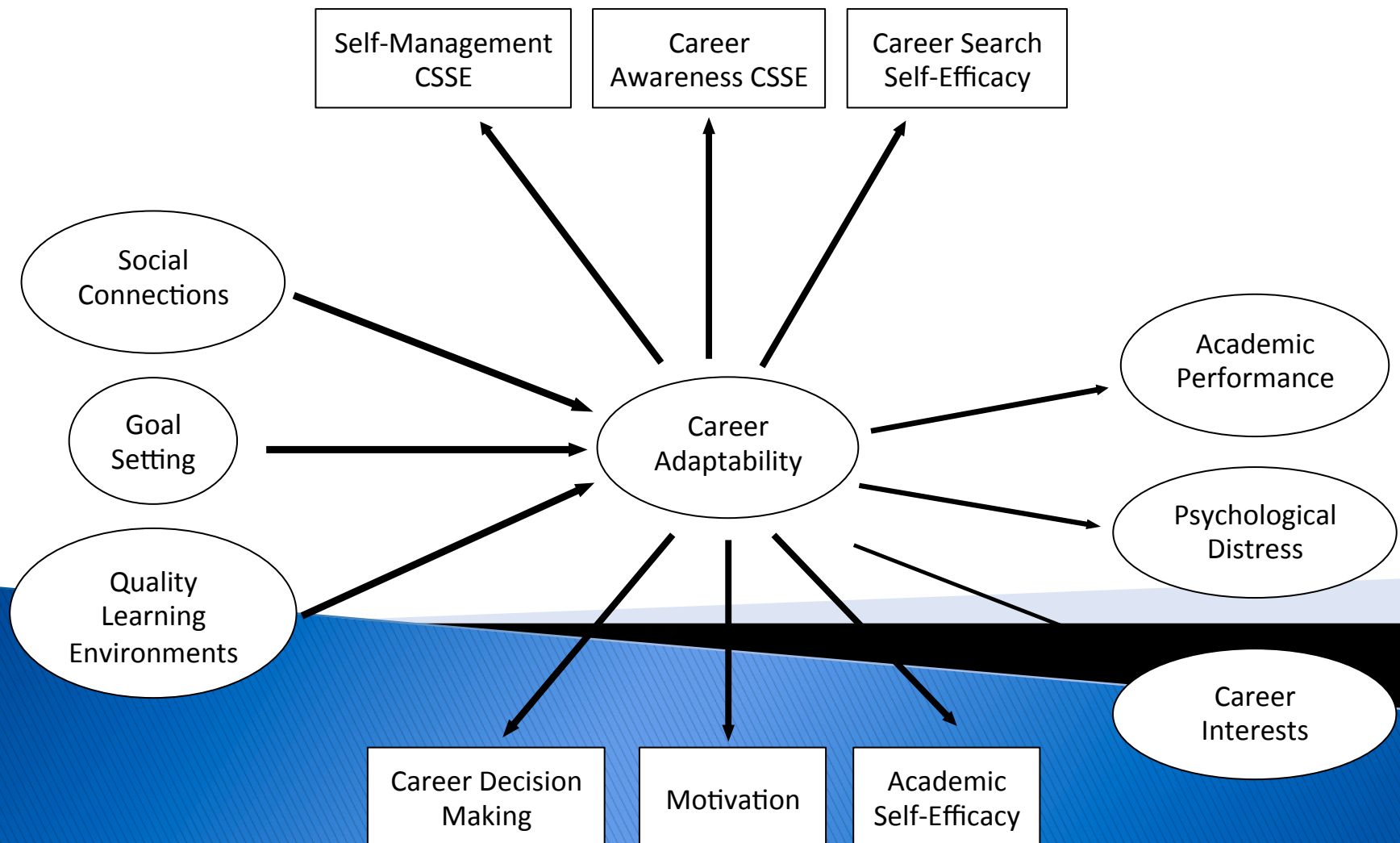
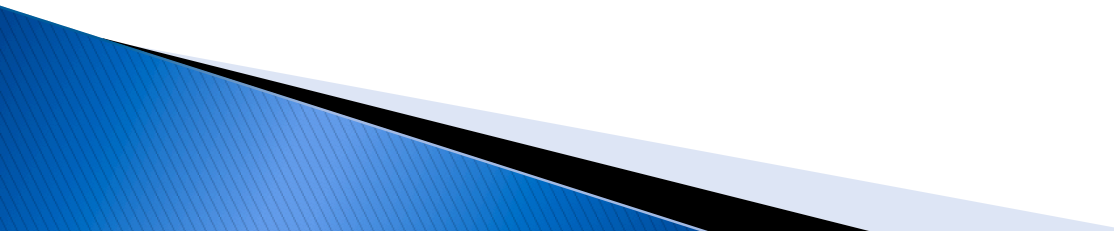


Fig. 2. Final model predicting career concerns, with standardized regression weights reported.

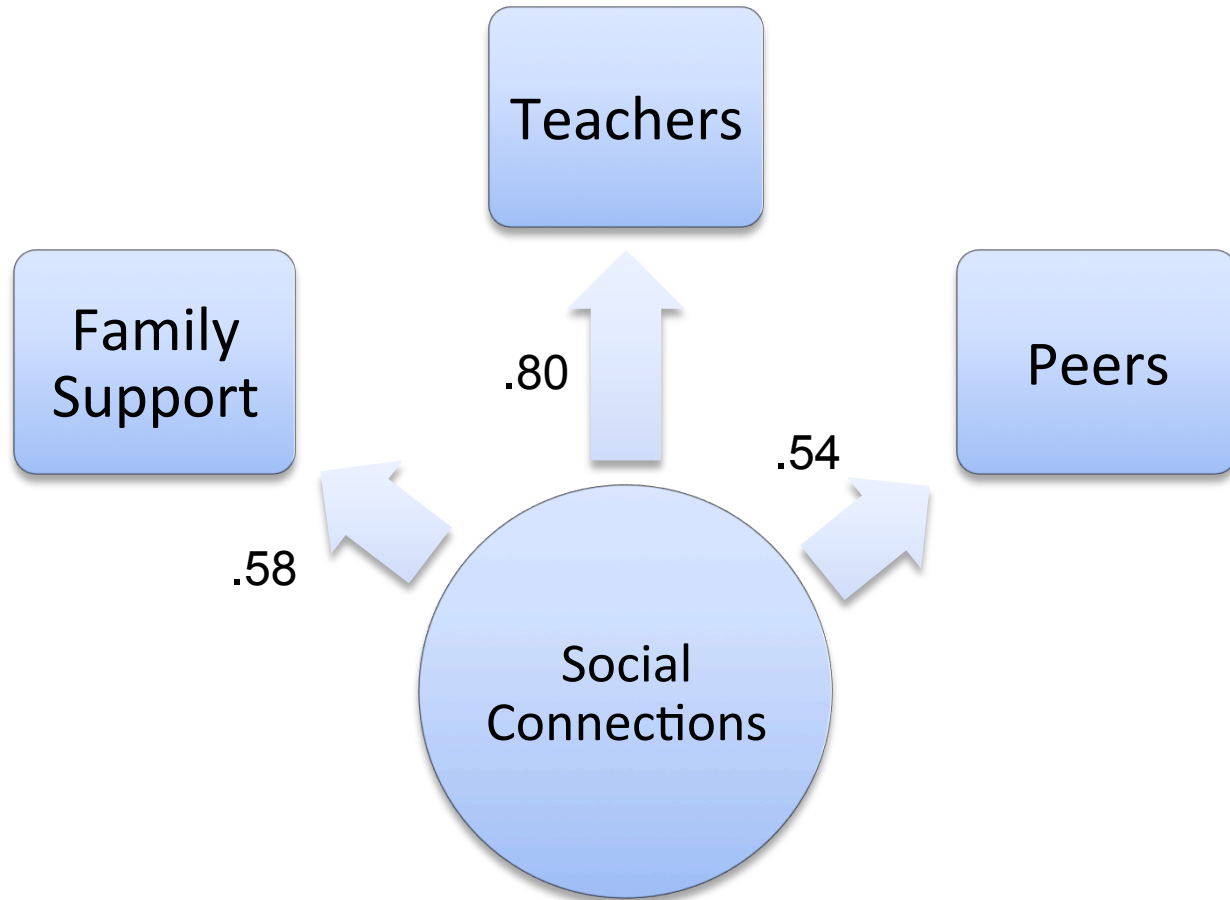
Proposed Fully Mediated Model



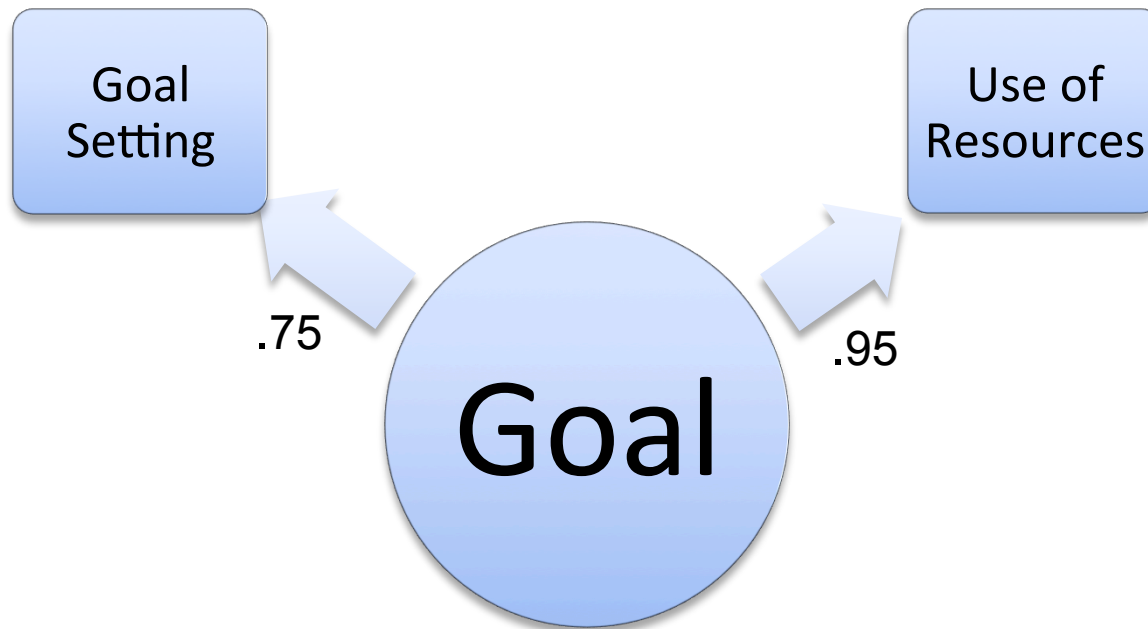
Antecedent Constructs

- ▶ Social connections – perceived availability of social support and access to caring adults
 - ▶ Goal setting – Baltes Selection, Optimization and Compensation model
 - ▶ Quality learning environments – Guideposts for Success
- 

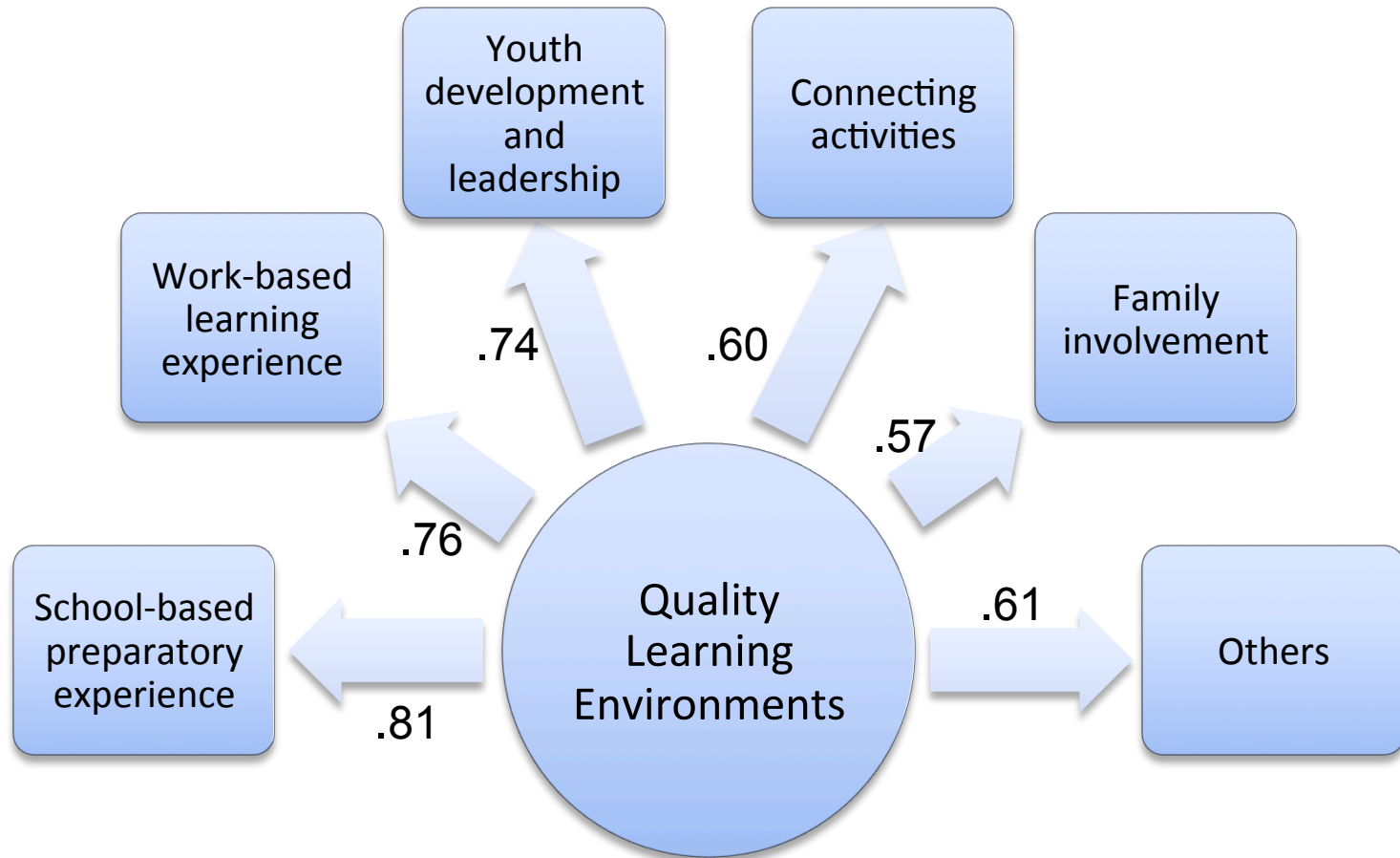
Social Connections Constructs



Goal Setting Constructs



Quality Learning Environments Constructs



NCWD/YOUTH

GUIDEPOSTS *for* SUCCESS



SCHOOL PREPARATION

CAREER PREPARATION

CONNECTING ACTIVITIES

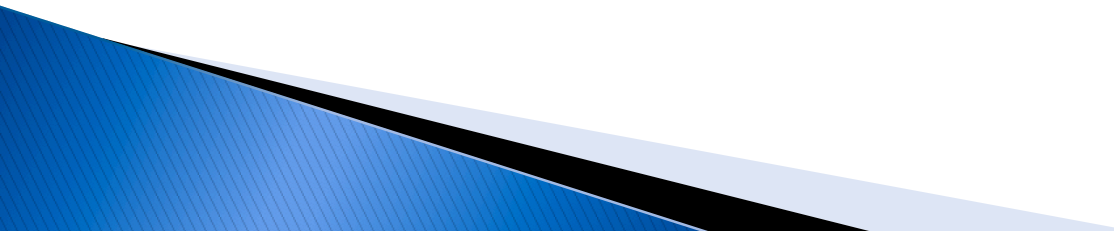
YOUTH DEVELOPMENT
& LEADERSHIP

FAMILY
INVOLVEMENT

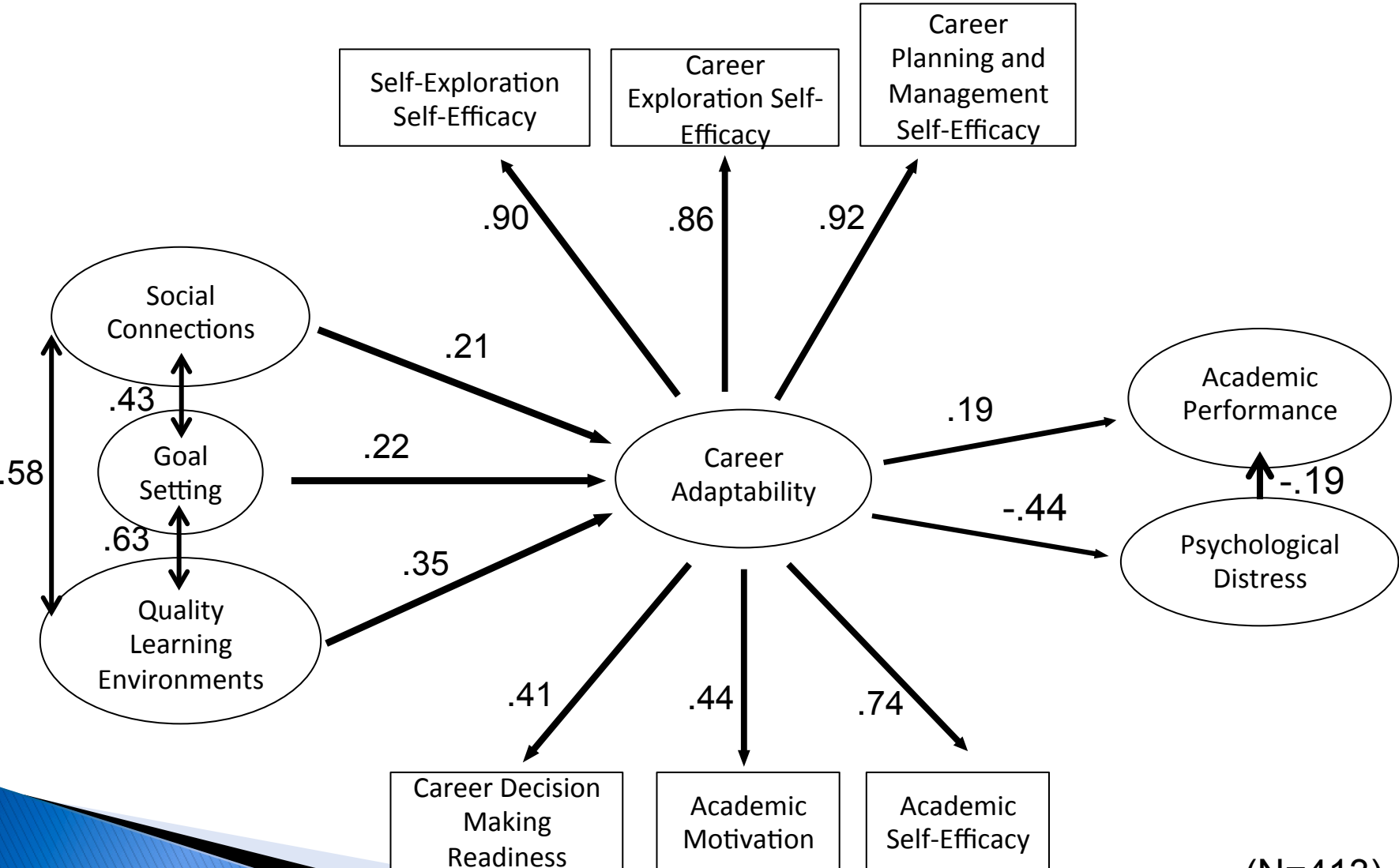
Adaptability

- ▶ Academic Motivation
- ▶ Career Decision-Making Readiness
- ▶ Academic Self-efficacy
- ▶ Career Search Self-Efficacy
 - Self-exploration
 - Career exploration
 - Career planning and management

Outcomes

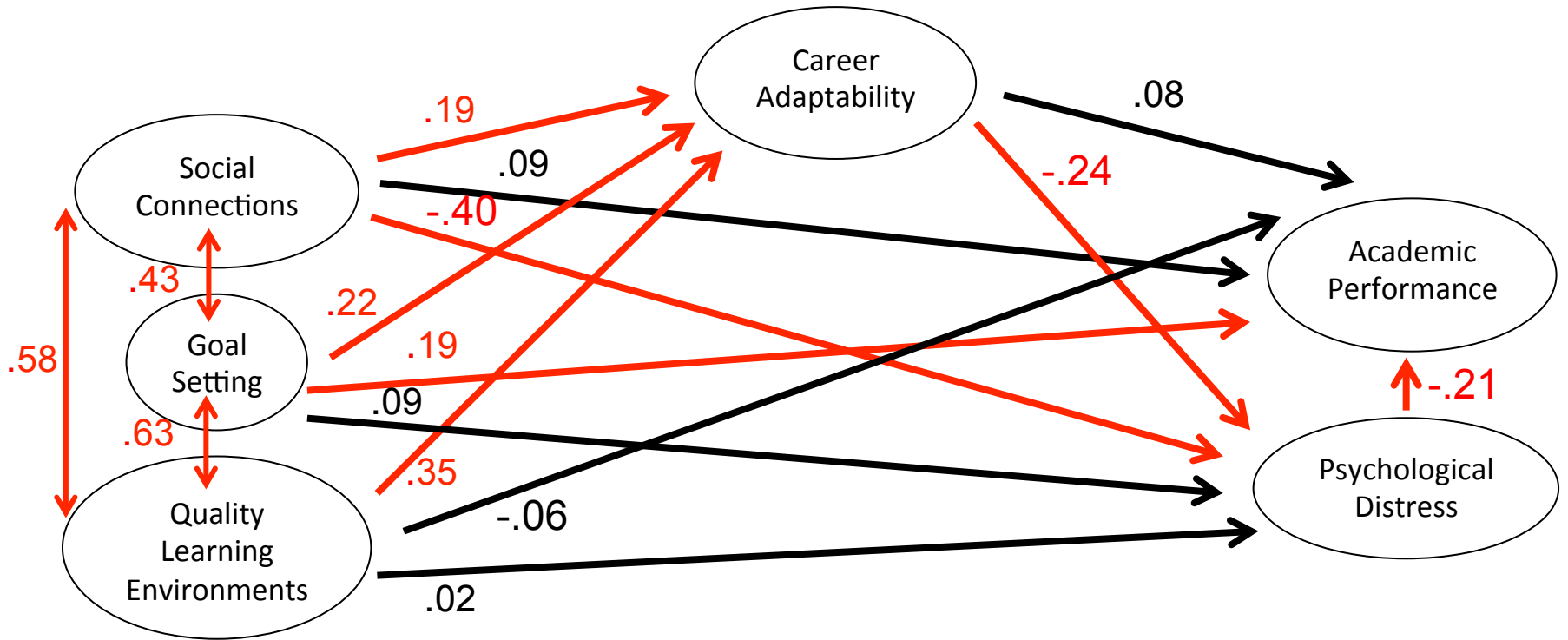
- ▶ Academic Performance – GPA, ~~Attendance~~
 - ▶ Psychological and emotional distress
 - ▶ Career interests
- 

Full Mediation Model



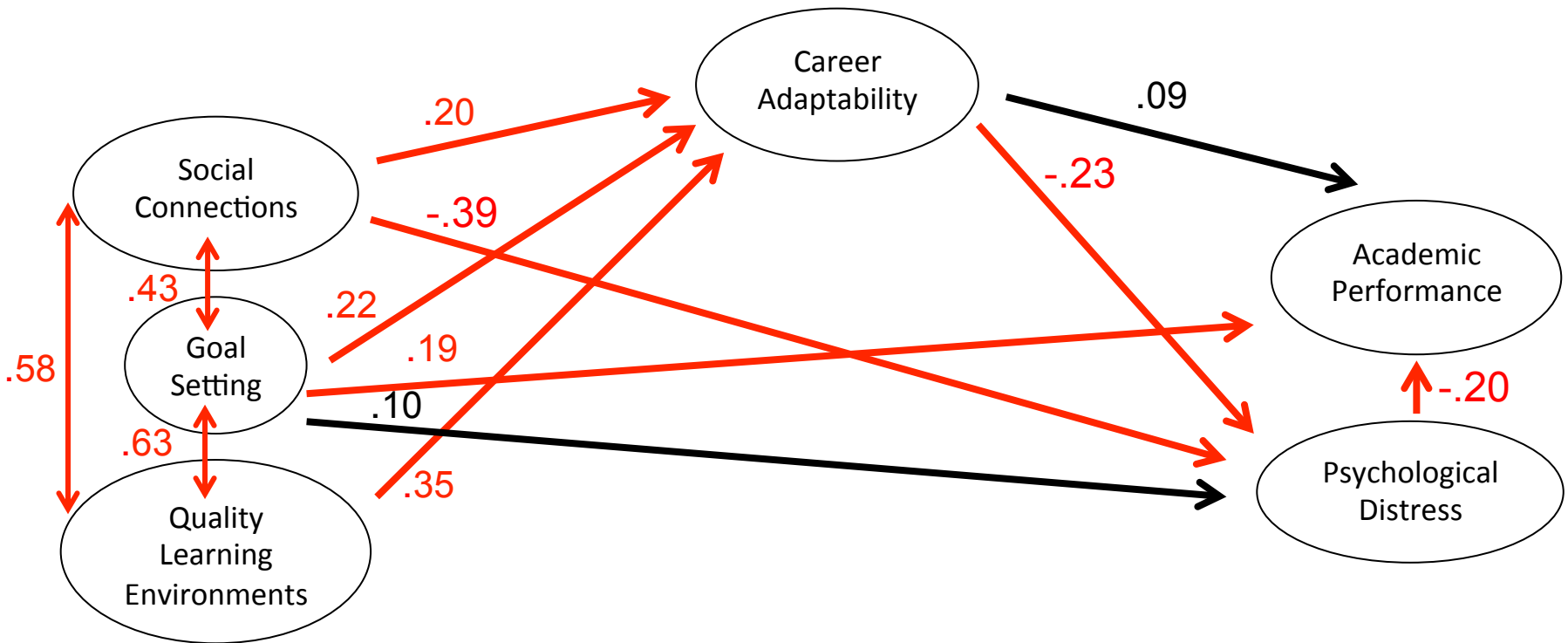
(N=413)

Partial Mediation Model



(N=413)

Selected Partial Mediation Model



(N=413)

Comparison between Models

Model	Chi-Square	df
Full Model	481.625	42
Partial Model (All Partial)	386.023	35
Revised Partial Model (Selected Partial)	388.477	38

Full Model vs. Partial Model (All Partial)

p-value <.001

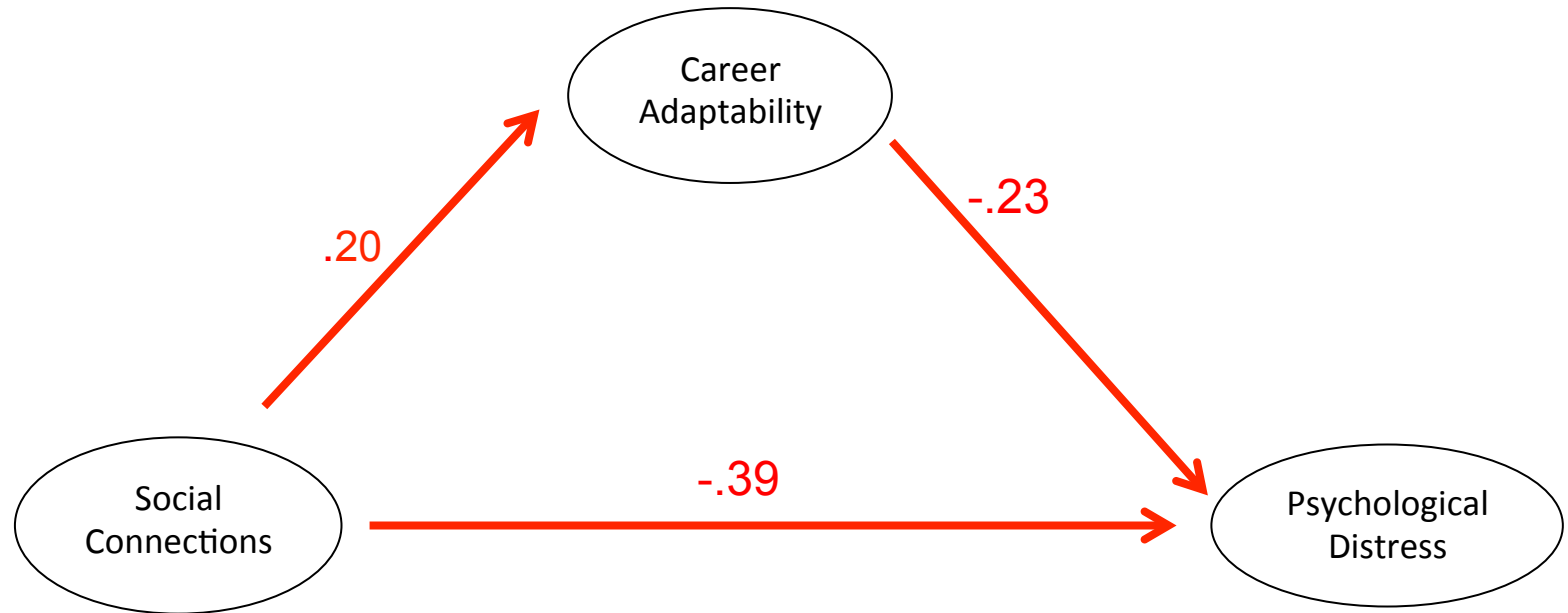
Full Model vs. Revised Partial Model (Selected Partial)

p-value <.001

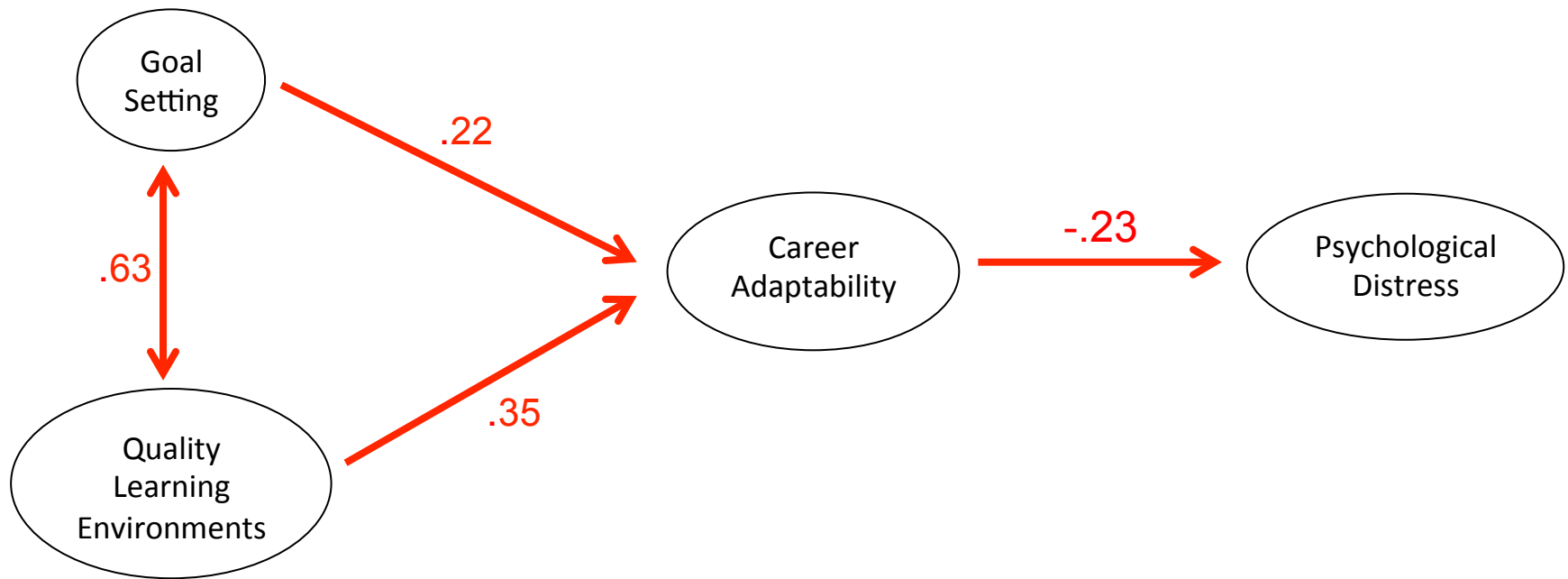
Partial Model (All Partial) vs. Revised Partial Model (Selected Partial)

p-value = 0.48 (no significant difference)

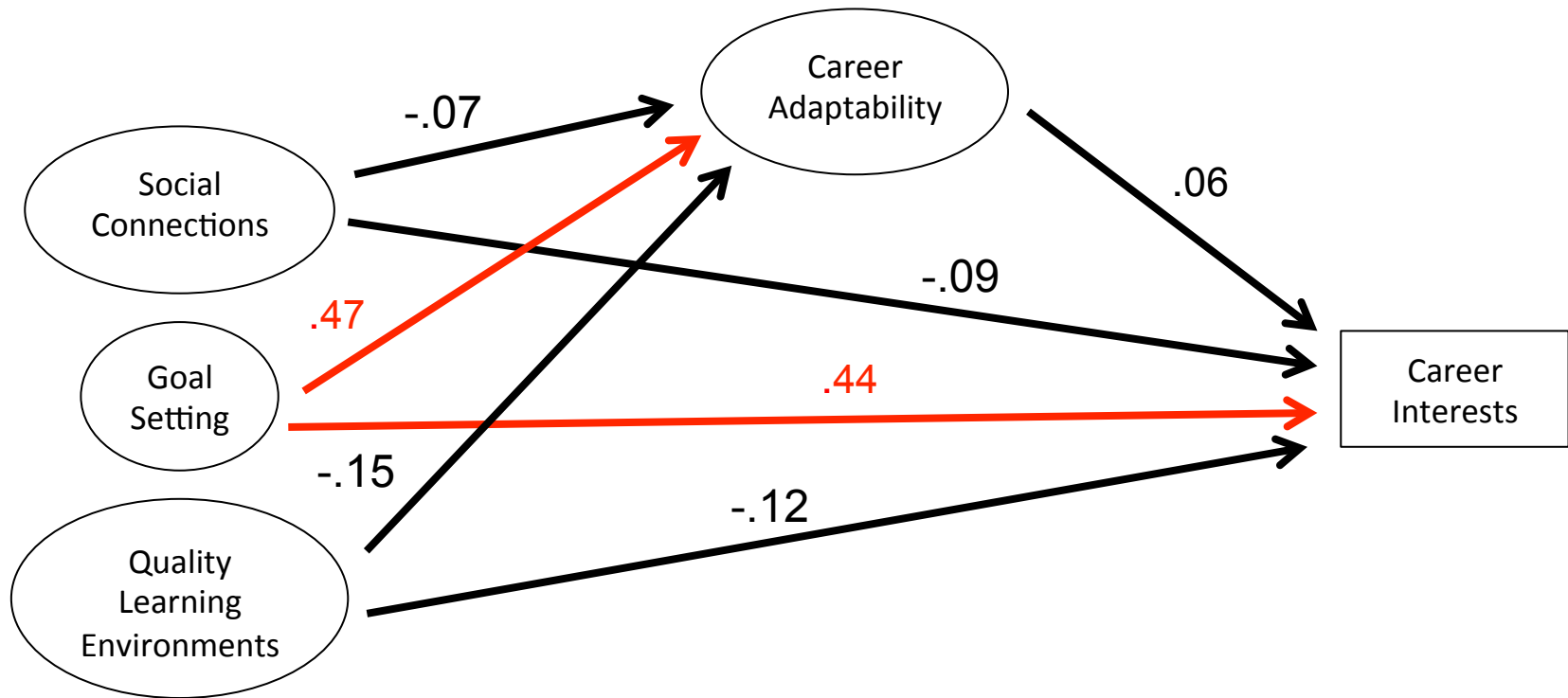
Semi Partial Mediation



Fully Partial Mediation



Career Interests



$$W (\text{Career Desirability}) = x + y - x*y$$

x = person income / max income

y = (person prestige - minimum prestige) / range of prestige

(N=101)